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ABSTRACT

Intended for administrators and teachers, these guidelines for kindergarten programs in the state of Delaware (1) describe the characteristics of the kindergarten child, (2) list content standards for the kindergarten curriculum, and (3) describe the kindergarten classroom environment. After a brief philosophical statement, Section 1 focuses on the physical, social, emotional, and intellectual characteristics of the kindergarten child. Content standards listed in Section 2 concern learning to communicate through language arts, to use numbers, to investigate, to learn about self in relation to others, and to learn how to use large and small muscles and how to express thoughts and feelings creatively. The description of the kindergarten environnment in Section 3 includes guidelines for room arrangement, building kindergarten centers and supplying equipment and materials, and offers suggestions for planning the daily schedule, classroom management, evaluating children's progress, and encouraging parental involvement. The text is illustrated with black and white photographs and line drawings. A brief bibliography cites publications providing supplemental information. (RH)

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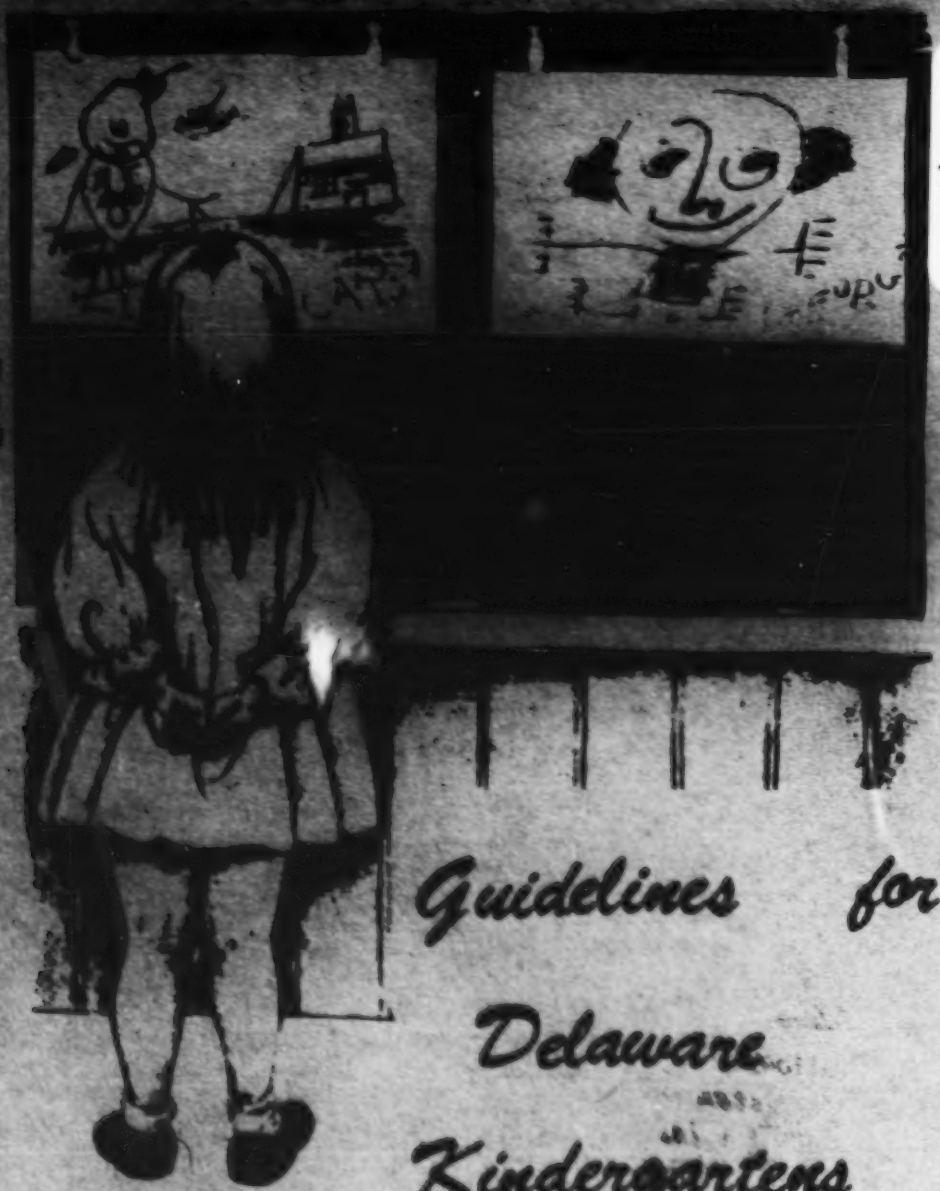

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Guidelines for Delaware Kindergartens

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STATE OF DELAWARE
DEPARTMENT OF PUBLIC INSTRUCTION
DOVER, DELAWARE

GUIDELINES
FOR
DELAWARE KINDERGARTENS

October, 1985

THE DELAWARE DEPARTMENT OF PUBLIC INSTRUCTION

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Appreciation is expressed to Karen MacMurray for her artistic assistance with the illustrations and to Teresa Kingery whose clerical skills were invaluable.

FORWARD

The Delaware Department of Public Instruction is committed to quality kindergarten programs. The publication, Guidelines for Delaware Kindergartens, prepared by early childhood specialists, is an important resource for administrators and teachers.

This document supports a child-centered program of learning experiences appropriate for kindergarten children and encourages a partnership between the home, the school and the community.

Since kindergartens are an integral part of the public school system, the contents of this guide provide direction and assistance to those responsible for kindergarten education.

William B. Keene
State Superintendent of
Public Instruction

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As the kindergarten child embarks on his first step into the schooling process, the unique characteristics of this age child dictate a program of rich learning experiences, not just in preparation for the next grade, but for becoming a life-long learner. The program should provide continuity of experiences which promote growth, challenge thinking, and equally encourage the development of cognitive, affective and psychomotor skills. The value of the program is in providing opportunities for maximizing the growth and development of the whole child.

Thus, in the education of the kindergarten child, value must be placed on:

- -a humanistic climate that fosters a positive self concept.
- -a range of tasks that addresses the individual abilities and interests of children to promote successful experiences.
- -a developmental program that moves only from the concrete (hands-on) tasks to the abstract when there are valid indications that the child is ready.
- -an attitude that children have an innate drive and ability to learn.
- -an integrated curriculum rather than emphasis on facts and skills taught in isolation.
- -parents, teachers and support staff working together for the educational growth and success of each child.
- -allowing children to be children - the right to childhood.
- -the child's right to <u>play</u> which is considered parallel to such rights as special protection, adequate nutrition, housing, health care and education as declared by the United Nations.

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CHARACTERISTICS OF THE KINDERGARTEN CHILD

Educators need to put into practice what is known about the general characteristics of young children in order to provide appropriate learning experiences for kindergarteners.

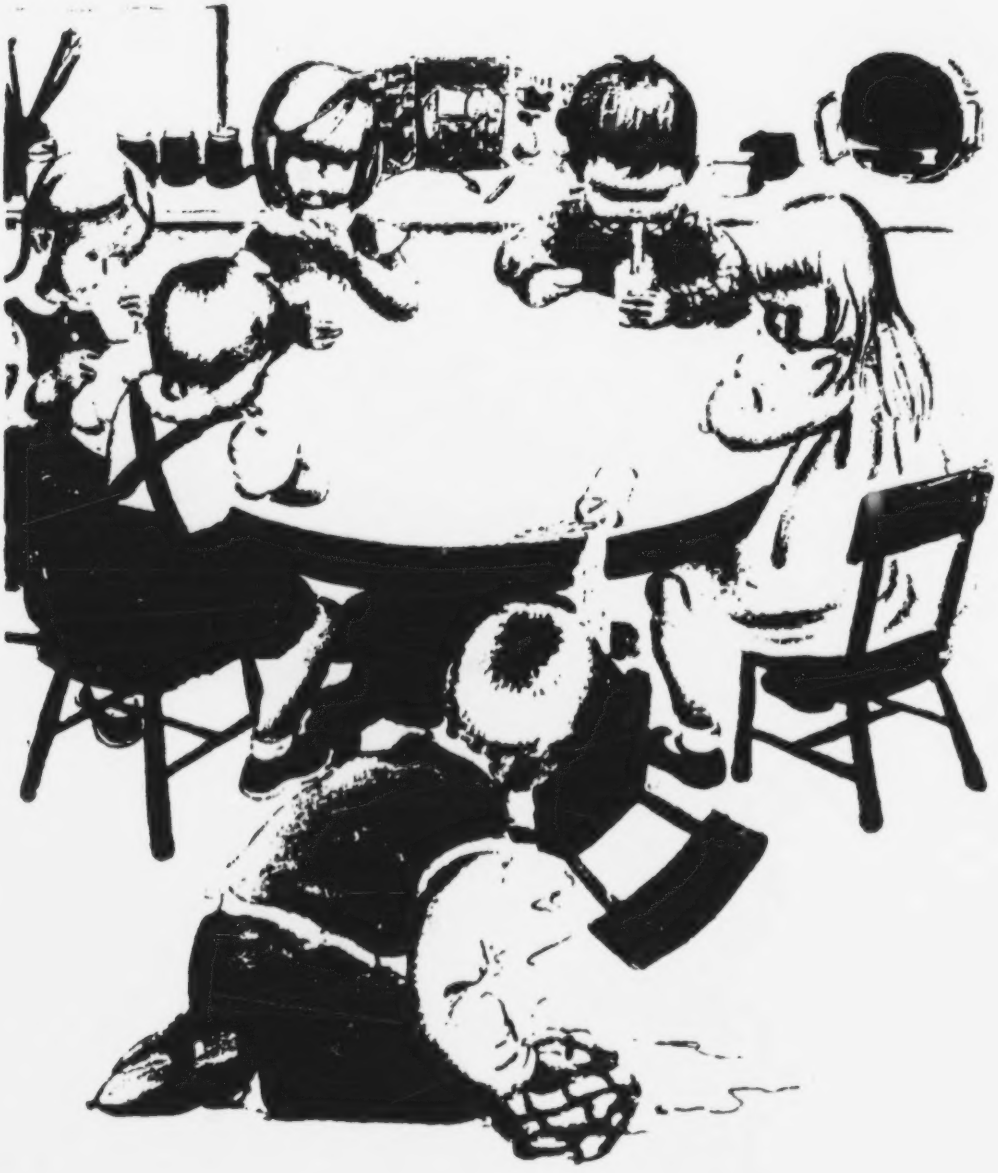
The characteristics of the kindergarten child may be analyzed under the four following major areas of development: physical, intellectual, social, and emotional.

DEVELOPMENTAL CHARACTERISTICS OF THE KINDERGARTEN CHILD AND THEIR IMPLICATIONS FOR TEACHERS

PHYSICAL CHARACTERISTICS	IMPLICATIONS FOR THE TEACHER
*Very active; large muscles better developed than small muscles.	-Provide equipment, space and time for sufficient large muscle activities. Avoid long periods of inactivity.
*Finer muscle skills, involving the use of fingers, hands, eyes, tongue, are developing rapidly, but still immature. Definite handedness may not yet be established.	-May become tired and strained if adults set over-precise standards or require prolonged efforts at detailed work.
	-Use manipulative materials such as: paint brushes, magic markers, crayons, pencils, scissors and clay, as well as beads, blocks, pegs, puzzles, etc.
	-Unlined paper is recommended for beginning writing experiences since writing as a drill skill is inappropriate for the kindergarten child.
	-Provide children with large pictures, print, and words.
*Energetic but easily fatigued.	-Balance strenuous activities with quiet ones; provide both indoor and outdoor play.

follow your

*Concepts are learned through the use of the five senses.	-Primary children need to experience directly. They do not learn "about" reality or the world by being told by an adult. Optimal functioning of all senses enables more information to be acquired.
*Susceptible to infections.	Teach good health and nutritional habits, including proper care of teeth, and safety precautions.



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DEVELOPMENTAL CHARACTERISTICS OF THE KINDERGARTEN CHILD AND THEIR IMPLICATIONS FOR TEACHERS

SOCIAL CHARACTERISTICS	IMPLICATIONS FOR THE TEACHER
*Self-centered but becoming more sociable.	-Provide many opportunities for sharing and interacting in both structured and unstructured settings. Promote understandings of behaviors of self and others.
*Seeks acceptance from adults as well as peers.	-Accept the child as a valued individual. Model appropriate responses.
*Needs nurturing.	-Respond with caring and affection.
*Is an "Immediate Being" (Expects things to happen immediately)	-Plan activities within the child's time reference - the here and now. Reference to the future is seldom conceptualized.
*Is comfortable in familiar settings.	-Plan a time for children and parents to visit the classroom to become familiar with logistics and programs before the beginning of school. -During the first month of school, orient students to the building and school personnel.
*Has begun to develop a sense of independence.	-Let children do as much for themselves as they are capable of doing, but help when assistance is needed.

DEVELOPMENTAL CHARACTERISTICS OF THE KINDERGARTEN CHILD AND THEIR IMPLICATIONS FOR TEACHERS

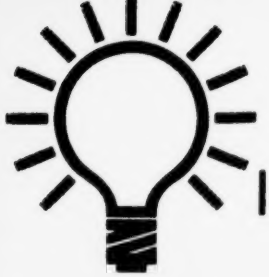
EMOTIONAL CHARACTERISTICS	IMPLICATIONS FOR THE TEACHER
*Likes to learn new things and then try it out independently.	-Provide a variety of activities which the child can do independently and with success. Encouragement, and other forms of positive feedback are essential.
*Wants to know what to expect as well as what is expected.	-Provide a stable, secure atmosphere where expectations are realistic, known and can be achieved without intimidation.
*Wants recognition and seeks praise. Ususally wants to please.	-Provide ways in which acceptable behavior can be recognized and reinforced in a positive manner.
*Usually dependable and cooperative.	-Provide guidance in purposeful use of energy. Provide interesting and stimulating materials and activities.
*Is developing responsible behavior.	-Provide opportunities to fulfill responsibilities.
*May react impulsively to stressful situations and may still react to conflict physically.	-Guide child in learning positive ways to cope with conflict. The school program must provide appropriate experiences for the developmental level of the child. Children should be given opportunities on their own to settle conflicts. Provide role-playing activities, filmstrips, bibliotherapy (stories) and counseling services, if available.

DEVELOPMENTAL CHARACTERISTICS OF THE KINDERGARTEN CHILD AND THEIR IMPLICATIONS FOR TEACHERS

INTELLECTUAL CHARACTERISTICS	IMPLICATIONS FOR THE TEACHER
*Curious - wants to learn about many things.	-Provide many opportunities for observing, imitating, examining, investigating, exploring and questioning.
	-Ask thought-provoking questions, lead them to wonder and use open-ended sentences and stories.
*Internalizes concepts through the use of the five senses.	-"Active" manipulation of objects.
*Play is a natural process through which children do their best learning.	-"Purposeful" play involves careful planning including time allotment, props, classroom management themes, and parameters of play.
	-View play as a necessary and worthwhile learning experience and realize that play is children's work.
*Is developing a longer attention span.	-Provide activities consistent with the child's attention span and interest. Repetition at this level is essential to skill development.
*Vivid imagination. Beginning to distinguish between fact and fantasy.	-Provide opportunities for sociodramatic play, role-playing situations, imaginative activities, and the use of books, records, films and other materials.
*Developing the ability to make responsible decisions and choices.	-Provide opportunities with the freedom for making decisions and choices based on reasonable criteria.

DEVELOPMENTAL CHARACTERISTICS OF THE KINDERGARTEN CHILD AND THEIR IMPLICATIONS FOR TEACHERS

INTELLECTUAL CHARACTERISTICS	IMPLICATIONS FOR THE TEACHER
*Rapid language development. Interested in words; enjoys rhymes and songs, toys with words, repeats words and sounds.	-The program should include a variety of experiences with stories, rhymes, poems, finger plays, puppets, role playing, drama, music, art, dance, films, filmstrips and other audio-visual media.
*Uses conversation as a means of communication.	-Provide opportunities for dialoguing through appropriate activity centers that spawn verbal interaction such as housekeeping, building with blocks, and experimenting at the sandtable. -Snack time is an excellent opportunity for verbal interaction.
*Likes to have stories read and told.	-Schedule a definite story time daily. -To foster a love for reading and create an optimum experience with stories, a teacher must select and review quality literature and be prepared to present it. -Scheduled visits to the library introduce children to the world of books, pre-reading activities and library procedures. These activities should be an integral part of every kindergarten program, for they intensify a child's desire to read.
*Enjoys creative activities.	-Provide materials and tools such as paper, paint, and construction materials for creative activities. -Encourage originality in all endeavors related to art, music and dramatic play. Make no comparison with adult models. It is the creative process that is valued more than the product.



NEW IDEAS I WANT TO TRY

KINDERGARTEN CONTENT STANDARDS

As a language-based skill, reading is an integral part of the total language arts curriculum in which children listen to language, speak language, write language and read language. A well-balanced language development program will avoid overemphasizing one aspect of the language arts to the exclusion of others. Indeed, every attempt will be made to correlate and integrate instruction.

Certainly, any sound schoolwide language arts program includes reading at all levels and recognizes that there is no fixed age at which all children are best suited to begin reading instruction. At the pre-elementary level, however, emphasis must be placed upon total language development with opportunities for a more natural and individualized progression into reading. Opportunities for reading signs and labels, as well as child-dictated and teacher-authored books and story charts, provide children with many ways to expand their language. Speaking and listening activities and daily experiences with literature serve as essentials to the development of more and more complex reading and writing skills.

Dorothy Strickland

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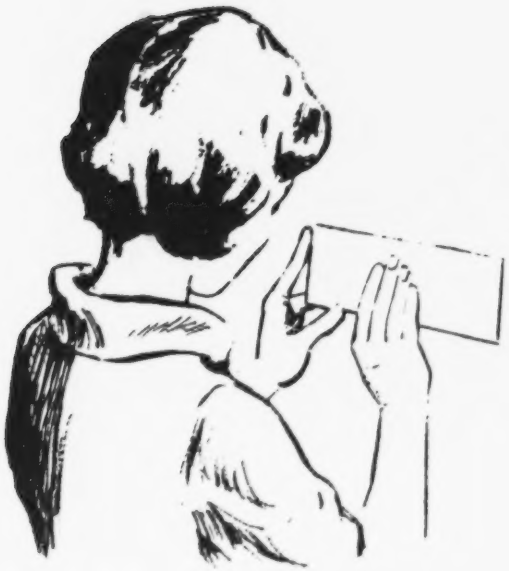
KINDERGARTEN CONTENT STANDARDS

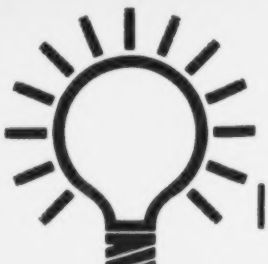
CURRICULUM AREA I - LEARNING TO COMMUNICATE THROUGH LANGUAGE ARTS

Program Objective	Student Expectations
1. The program will provide developmental instruction in:	1. The student will be expected to:
oral language	1. 1 verbalize spontaneously in conversation 1. 2 express ideas in complete thoughts 1. 3 interpret the main idea of pictures and stories 1. 4 create original stories 1. 5 tell the events of a story or personal experience in sequence 1. 6 use appropriate words to describe emotional actions, and sensory images 1. 7 recite stories and rhymes 1. 8 enunciate clearly 1. 9 use accurate vocabulary to express ideas 1.10 assume the role of a character and present dialogue 1.11 recite name, address and phone number 1.12 dictate stories and provide other listening experiences 1.13 use sentence patterns appropriate for a five year old
listening	1.14 follow a series of two or more oral directions 1.15 listen to information given orally and answer questions 1.16 distinguish between a variety of sounds 1.17 listen attentively to another's contributions 1.18 hear differences between pairs of words that sound similar (i.e., cop, cope, like, less, when, went, etc.) 1.19 identify rhyming words 1.20 identify two words that begin with the same sound 1.21 listen to stories and demonstrate comprehension by responding to questions pertaining to: . recall of information . main idea . sequence of events . predicting outcomes . drawing conclusions

mouse



Program Objective	Student Expectations
listening cont.	. interpreting emotions . choosing between what is real . and what is fantasy. 1.22 listen to and demonstrate understanding of positional terms (i.e., under-over, in-on, top-bottom)
written expression	1.23 use various writing implements for labeling or printing 1.24 experience writing as a form of expression (letters, cards, notes, invitations, journals, etc.) 1.25 explain that words in print are used to read
visual learning	1.26 distinguish similarities and differences in objects, pictures, shapes, letters and words 1.27 name upper and lower case manuscript letters 1.28 name numerals 0-10 in random order



NEW IDEAS
I WANT TO TRY

"Although it is necessary and appropriate to tell children about the symbols customarily used to represent the mathematical relationships created with objects (that certain collections of objects are represented by the numeral 5, while other collections are represented by the numeral 6, for example), the relationships themselves must be created by the learner through direct actions on objects. Unless young children are given this opportunity, they may learn to recognize, repeat, and write symbols, but they may also learn little about mathematics, which is basically understanding relationships among objects. . . . Admittedly, there are social and symbolic aspects to learning what we consider basic to mathematics such as which name is given to groupings of objects, but much more basic to mathematics is the creation of the logico-mathematical relationships themselves. This is not a matter of socializaton, but of mental creation. Action on objects, performed by the child, are required if this kind of knowledge is to be obtained."

Judith A. Schickedanz
Mary E. York
and Others

CURRICULUM AREA II - LEARNING TO USE NUMBERS

Program Objective	Student Expectations
2. The program will provide developmental instruction with concrete materials in the structure of our number system to include:	2. The student will be expected to:
number relationships	2. 1 order the numerals 0 to 10 in sequence
	2. 2 recognize each counting number is one greater than the number before it
	2. 3 indicate time sequence (what happens first, next, last)
	2. 4 count quantities 1-20
	2. 5 indicate ordinal succession of numbers; first to fifth
	2. 6 recognize and distinguish between sets which are the same or different
geometry	2. 7 name basic geometric figures: circle, square, rectangle, triangle, diamond and oval
measurement	2. 8 classify objects according to shape, size and color
	2. 9 order objects according to size (3 to 5 objects)
	2.10 tell time in terms of morning, afternoon and night
	2.11 determine half of a whole
	2.12 identify coins (penny, nickel, dime, and quarter
math reasoning	2.13 match numerals to sets 0-10
	2.14 identify and construct sets and subsets from 0-10
	2.15 demonstrate the meaning of more than, less than, the same as or equal to another given set
	2.16 reproduce a pattern using two attributes

NEW IDEAS
I WANT TO TRY

"In the sense that children are so ready to manipulate, explore, and find out, they can be called "natural" scientists. They learn with their senses; they are propelled by curiosity and the temptation to test; they are capable of observing, classifying, identifying, and describing. They are interested in solving problems and arriving at conclusions. But they will need years to practice these and other skills, and above all, they need time to internalize all that they take in." "The young child needs not only to learn skills but to have his or her curiosity, which is after all the embryo of intellect, encouraged and magnified."

Dorothy H. Cohen
Marguerita Rudolph
and the
Commission on Science Instruction,
American Association for the Advancement of Science

CURRICULUM AREA - III - LEARNING TO INVESTIGATE

Program Objective	Student Expectations
3. The program will provide developmental instruction in the biological, physical and earth sciences through the processes of identifying, observing and classifying:	3. The student will be expected to:
	3. 1 identify living and non living things
	3. 2 identify parts of a plant: root, stem, leaves, flowers, fruit, and seed
	3. 3 identify the sun as a source of light
	3. 4 name three things needed for plant growth
	3. 5 describe animals by their observable characteristics
	3. 6 classify animals into various categories based on criteria which the student will select
	3. 7 identify the following colors: red, yellow, blue, orange, green, black, brown, purple and white
	3. 8 distinguish shades in terms of darker and lighter
	3. 9 observe and orally describe changes in weather
	3.10 observe the differences in the seasons
	3.11 classify objects on the basis of a given property (color, shape, texture, size, etc.)
	3.12 identify solids and liquids
	3.13 distinguish between objects that are hot and cold
	3.14 classify objects on the basis of taste: sweet, sour, salty
	3.15 classify objects that will sink or float after observing and manipulating them

"The development of self esteem requires a climate in which children are valued and in which they experience success." "Humaness requires that those who care for or teach children foster the development of a good self image in them." . . . "Kindergarten programs should provide "social situations and group experiences through which the individual may learn to plan and carry out self-actualization through socially responsible actions and with consideration for the rights and welfare of other human beings."

Association For Childhood Education International
and
D. A. Prescott, The Child In The Educative Process

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CURRICULUM AREA IV - LEARNING ABOUT SELF AND OTHERS

Program Objective	Student Expectations
4. The program will provide developmental instruction in social living to foster the understanding of self in relationship to others.	4. The student will be expected to:

4. 1 relate with family and friends
4. 2 engage in a variety of play behavior
4. 3 take his or her turn
4. 4 demonstrate acceptable behavior in a variety of settings
4. 5 share equipment and materials when appropriate
4. 6 respect the privacy, self-expression and space of others
4. 7 respect and care for property of self and others
4. 8 follow rules and procedures
4. 9 demonstrate an awareness of nutritional and physical needs
4.10 recognize warning labels and be aware of the dangers of caustics and poisons
4.11 verbalize safe practices concerning strangers

"Movement ..., means many things to children. It means life, self-discovery, environmental discovery, both physical and social, freedom, both spatial and self-expressive, safety, communication, enjoyment and sensuous pleasure and acceptance.

If movement means so much to the developing child, no further justification should be required for its inclusion among the major techniques in education. For some children, movement education may be one of many avenues to the goal of self-actualization. For others, it may be a "pump primer" to get the flow of interest and imagination flowing. And for still others, it may be the only way."

The American Association for Health,
Physical Education and Recreation
and
The National Association for the
Education of Young Children

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CURRICULUM AREA V - LEARNING HOW TO USE LARGE AND SMALL MUSCLES

Program Objective	Student Expectations
5. The program will provide developmental instruction in:	5. The student will be expected to:
perceptual motor skills	5. 1 interpret ideas through body movement 5. 2 explore spatial relationships through body movement 5. 3 respond physically to commands 5. 4 reproduce symbols and basic geometric shapes
gross motor skills	5. 5 participate in pitching, throwing and catching activities 5. 6 participate in skipping, hopping, jumping, and running activities 5. 7 maintain balance while participating in locomotion activities
fine motor skills	5. 8 manipulate objects to accomplish tasks 5. 9 use crayons, pencils, paint brushes and scissors with control

"Creativity is voluntary. The best a teacher can do is provide situations which stimulate and release it. Creativity is a process in which children make something which is new to them. They usually begin by 1) "dabbling" in the new experience, 2) observing, 3) discovering which results in the child's own form and order. As they work, they make a structure using linguistic, musical, physical, numerical or artistic symbols much as do the poet, philosopher, artist, scientist and mathematician. If deeply involved, children work in a disciplined way arranging, rejecting, adding, as appropriate for them. They work with vigor, tension, limitations, order. They finally achieve a product which is acceptable to them and which brings them a rewarding sense of achievement.

The Kindergarten and Early Years of School
New Jersey Association of Kindergarten Educators

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CURRICULUM AREA VI - LEARNING HOW TO EXPRESS CREATIVITY

Program Objective	Student Expectations
6. The program will provide developmental instruction designed to help children to creatively express themselves through:	6. The student will be expected to:
art	6. 1 experience art as an enjoyable activity for its own sake 6. 2 work with various kinds of art materials to create original and unique works
music	6. 3 respond to the rhythm and mood of musical selections 6. 4 construct and experiment with musical instruments 6. 5 create new words using familiar melodies 6. 6 respond to music through painting and drawing
drama	6. 7 use a variety of materials for spontaneous dramatic play 6. 8 participate in simple role play activities

WORKJOBS

THE KINDERGARTEN ENVIRONMENT

Room Arrangement

The learning environment is created by persons using the physical resources of buildings, space allocations, arrangements of furnishings, and equipment to accomplish the specific goals of the kindergarten program. There are many ways by which the room arrangement contributes to the achievement of kindergarten goals. The development of a positive self-image can be furthered by the arrangement of equipment and materials which helps the child feel competent in their use. Furniture designed in scale appropriate to the developmental needs of the child contributes to his feelings of adequacy in the environment. The child's self-identity as an individual of significance in the group is encouraged by the designation of some individiual space such as lockers, or hooks for clothing with personal identification marks. Children's creative work should be prominently and attractively displayed at the children's level.

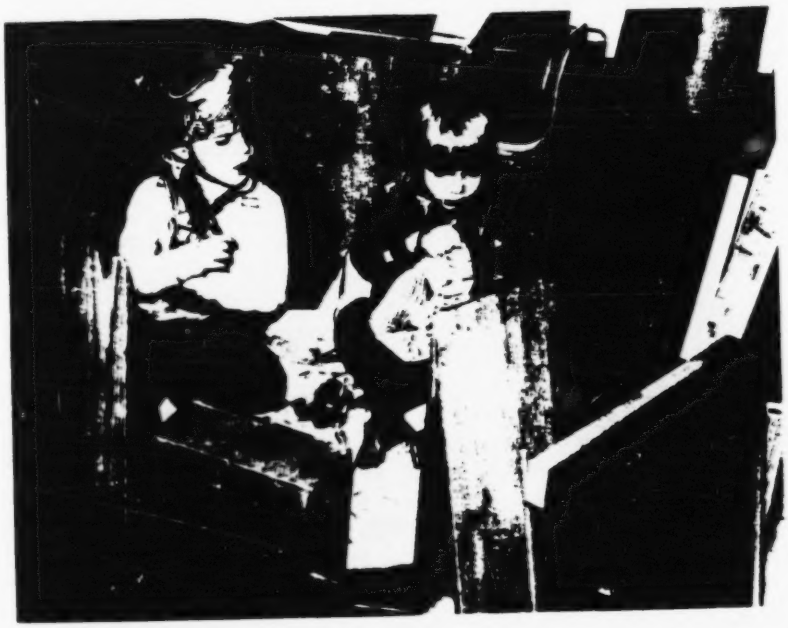
Learning experiences in all areas of the curriculum are enhanced by the arrangement of available furnishings and equipment to provide a functional, attractive, and flexible environment. For example, the development of habitual behavior patterns of cleanliness and orderliness may be furthered by the arrangement of shelf spaces at heights easily reached by five-year-olds. Provision of usable storage may also contribute to feelings of respect for property which is shared with others. The general layout of material and equipment will encourage or deter the child's freedom to engage in creative expression. The skillful application of basic principles of color and design in walls, floors, and furnishings in the room will encourage the development of deep appreciation of aesthetic values in one's surroundings. The arrangement of table settings and chairs for mid-morning snack can make possible the kind of interaction which develops appreciation for others and social skills needed in everyday living. In brief, physical facilities meeting recognized standards, arranged and used creatively, provide a learning environment mutually valuable to teachers and children.

Kindergarten Centers

Centers generally needed to accomplish the goals of the typical kindergarten program are listed below. These centers give opportunities for various learning experiences. Centers should be changed from time to time to foster the development of new interest, concepts and skills. At times, centers or parts of centers may be combined for specific purposes. Therefore, the number of centers will vary from time to time and from room to room. Flexibility of both space and equipment will provide a more purposeful and stimulating environment for young children. Some kindergarten rooms may not include each of these separate areas

1. *ART CENTER* - Equipment and supplies are grouped in this area to encourage creative activities using a wide variety of art media. Eye-level exhibit space on walls may be provided in this area as well as in other parts of the room.

2. *LIBRARY CENTER* - This area should be in a quiet section of the room with adequate lighting. It should have child-size chairs,



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cushions, and a rug so that children may be comfortable while enjoying books. Books should be displayed attractively, changed frequently, and should reflect the best available in children's literature.

Audiovisual materials such as viewers, filmstrips and projectors, tape recorders, and cassettes with earphones could be placed in this area, or they could be placed in a separate center.

3. *MUSIC CENTER* - This area would include groupings of furniture and equipment for listening and performing on various instruments and participating in group singing. A piano may be used as a divider with other instruments arranged nearby.

4. *DRAMATIC PLAY CENTER* - Creative make-believe activities occur in this area where small-scale household furniture is arranged. Dolls and other equipment stimulate free creative expression and the development of the ability to communicate successfully with others. This center's equipment should be changed regularly to reflect the theme and topic being investigated.

5. *BLOCK CONSTRUCTION CENTER* - Blocks of various sizes are used here to encourage manipulatory activities valuable for developing social understandings, abilities, and other goals of learning.

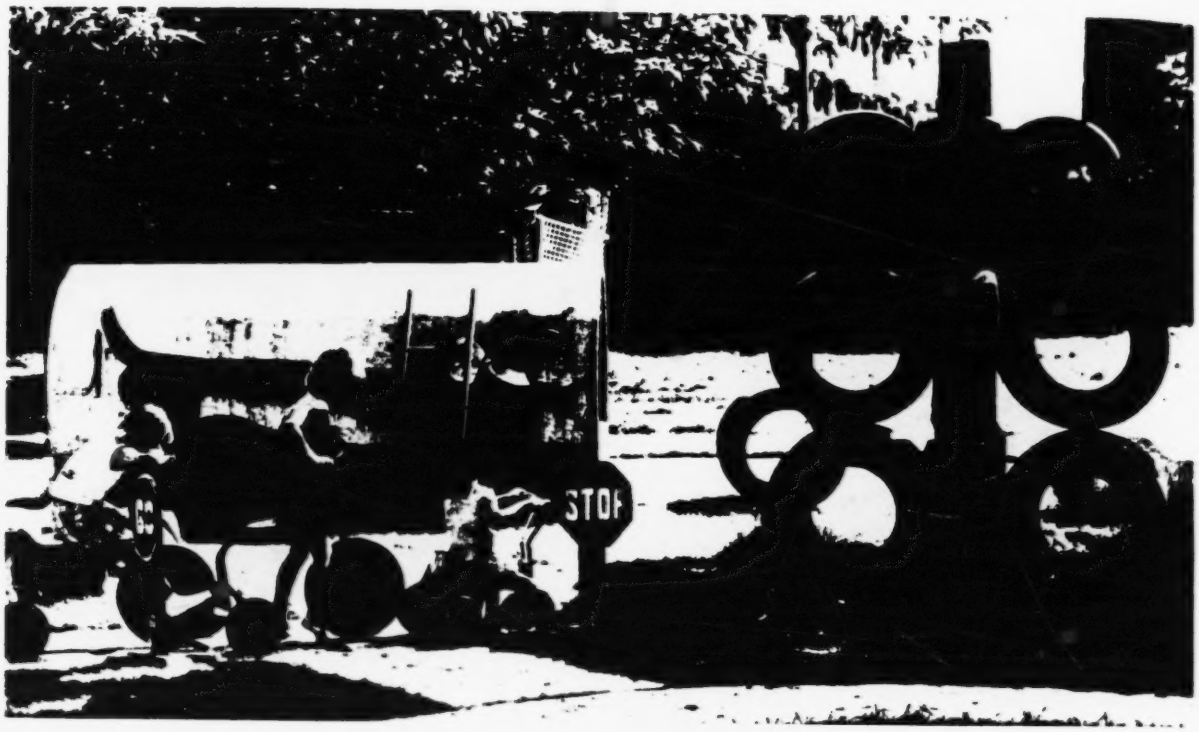
6. *WOODWORKING CENTER* - This area is used for simple construction activities using wood or other materials. It may be located in a room adjacent to the main kindergarten room if space is limited. Adequate and safe storage for tools is important.

7. *SCIENCE* - Tables and shelves including display areas are provided here for equipment such as an aquarium, cages for pets, and other items needed to provide children with opportunities to observe, explore, and experiment.

8. *MANIPULATIVE MATERIALS CENTER* - In this area, manipulative materials are used by individuals and small groups. It may include puzzles, dominoes, checkers, flannel boards with cutouts, and commercial and teacher-made games. The activities should be selected for their value in developing cognitive and psychomotor skills.

9. *QUIET CENTER* - At least one quiet area should be provided for a child who needs time to himself/herself away from the group. This should be a cozy nook where a child can go to be alone with a book, a doll, or just to think. This could contain a rug, pillows, or a rocking chair, possibly separated from the room by a screen or a drape of material.

10. *OUTDOOR CENTER* - Outdoor areas should be an extension of the classroom learning environment. They should be readily accessible so that movement from indoors to outdoors can be spontaneous, while still providing easy supervision by the teachers.


STOP

Equipment and Materials

The equipment and materials of the kindergarten will help to determine the kind of program which takes place. Since the program planned by the teacher is the heart of the kindergarten, she must have tools with which to work. Therefore, it is necessary that the kindergarten be provided with materials and equipment which can arouse the child's innate curiosity and stimulate sequential development in self-awareness, motor skills, communication, cognitive ability and social skills. Some materials are commercially prepared while others can be made from discarded items from homes or businesses in the community.

Considerations for Selecting Equipment and Materials:

1. Materials and equipment should be selected for the purpose of enriching and carrying out the goals of the program.

2. Equipment and materials should be sturdy, functional, and able to take the handling of many youngsters.

3. When practical, materials and equipment should be selected which can serve multiple purposes.

4. Equipment and materials should be suited in size and design to the age and maturity of the children who will be using them.

5. Equipment and materials should be easily cleaned, in good repair, painted with nonpoisonous and noninflammable paint.

6. Materials and equipment should be safe and sanitary.

7. Adequate storage space should be available.

8. Good materials cost more at the time of the initial purchase, but will last longer because of their durability.

A <u>suggested</u> list of materials and equipment for the various centers of interest follows. The list is by no means complete and would be reasonable for an enrollment of approximately 20. For selection of materials for purchase, consult bulletins or equipment supply catalogues that specialize in kindergarten materials.

ART:

Aprons, 6 - or old shirts
Brushes, 12" handles
Clay, plasticine, dough
Containers for paint, (plastic desirable)
Crayons, jumbo, mixed colors, 2 doz.
Easels, double, adjustable paint trays with holes for jars, 2
Paint, finger, 3 pts. ea., red, yellow, green, blue, brown, black
Paint, powdered tempera, 5 lbs. ea., white, violet, orange, brown; 7 lbs. ea., yellow, blue, red, black, green, magenta, turquoise; 2 lbs. ea., gold, silver

ART (Cont.):

Paper, butcher, 2 rolls, white and brown with cutting holders
Paper, finger painting, 3 pkgs., 16" x 22", or glazed shelf paper
Paper, poster, 3 pkgs., 18" x 24", assorted colors
Paper, unprinted news, 4 reams 18" x 24" and 24" x 36" , 32 lbs. to ream
Paste, 4 quarts
Pipe cleaners, multicolored and white, 1 box
Teaching scissors, 2 pair
Scissors,, 2 dozen
Scissors, left-handed
Sponges, 1 dozen
String, 2 balls
Scraps for collage

MUSIC:

Piano, autoharp or pitch pipe
Record player with adapter and earphones, records
Rhythm instruments
Blank and commercial tapes
True-tone bars (series of 8 notes)

SCIENCE:

Animal cages
Bird feeder
Board mounted with keys, locks
Box of sensory materials - sound fragrance, texture, weight
Clock
Compass (simple)
Insects and insect cage, cocoons
Terrarium
Sand and water table
Magnets, 2 bar and 2 horseshoe
Magnifying glass, hand and tripod
Plants
Pulleys of various sizes
Scales and weights - including metric
Collections, shells, rocks, seeds, etc.
Thermometer, indoor and outdoor
Tuning fork
Wire, electric bulb and batteries
Aquarium

FAMILY LIFE:

Adult size dishpans
Chest of drawers
Doll bed, doll carriage
Dolls and doll clothes
Full-length mirror
Ironing board and iron
Kitchen appliances
Small broom, dustpan and mop
Table and chairs, dishes
Telephone

BLOCK PLAY:

Boards, 6
Boards, plain, 12
Building blocks, solid for dramatic play, 1 set for dramatic play, 1 set unit type (about 500 blocks), straight, circular and arched
Crane
Hollow blocks, unit, 12
Hollow blocks, quadruped unit, 6
Trucks, cars, airplanes, boats

LIBRARY-AUDIOVISUAL EQUIPMENT:

Books - a minimum of 5 per child, preferably more
Filmstrips
Flannel board and materials
Listening center
Cassettes and tapes
Maps - state and city
Pictures - to coordinate with units of study, holiday, etc.
Simple globe
Viewmaster and films

MATHEMATICS:

Cusinaire rods
Geo-boards and bands
Kinesthetic numbers - individual
Kinesthetic numbers - in order
Matching games (color, shape, size, and number sets, 6-10)
Number poster boards (for display)
Pegboards and pegs
Property blocks (geometric solids)

MATHEMATICS (Cont.):

Scale and weights - including metric
Uniflex blocks and inset number board
Dominoes (large and small)

LANGUAGE ARTS:

Letters, tactile
Typewriter
Chalkboards
Magic slates
Games for classification such as color, size and shape recognition sequence
Pictures and objects for classifying
Puppets and puppet theater
Kinesthetic letters - upper & lower case

OUTDOOR PLAY:
Balls (8" to 24")
Boards
Climbing apparatus
Garden tools
Old car
Jump ropes - long and individual
Pieces of sewer pipe (large enough for a child to crawl through)
Sandbox with sand toys (needs a fitted cover)
Low balance beams
Sanded boards, 5' to 6'
Sawhorses
Set of steps with platform
Small ladder
Tricycles, 2
Wagons, 2
Wheelbarrow
Tires - tractor, automobile, etc.
Tree trunks

MANIPULATIVES FOR LARGE MUSCLE DEVELOPMENT:

Blocks (hardwood primary set)
Closed hollow blocks (large size, hardwood or plastic)
Farm Animals (hardwood or plastic)
People (hardwood or plastic)
Rocking boat
Trucks (large riding, and medium size
Transportation toys (cars, boats, airplanes, trains, medium size)

COOKING:

Measuring spoons and cups
Mixing bowl of varying sizes
Egg beater
Cookie cutters
Minute timer
Paring knives
Pots and pans
Serving trays
Silverware
Baking sheets
Stove or hot plate
Dishpan
Dish cloths and dish towels

WATER PLAY:

Bottles, plastic
Buckets
Funnels, assorted sizes
Laundry tubs or water tables
Tubes and siphoning apparatus
Plastic aprons
Measuring containers, including metric

WOODWORKING:

Assorted-sized screws, bolts
Brace and bit
Clamps
Hammers (light adult size)
Handsaws
Nails, assorted sizes
One-foot ruler
Pliers
Sandpaper
Scraps of soft wood
Screwdriver
Sturdy workbench
Vise

MANIPULATIVES FOR SMALL MUSCLE DEVELOPMENT:

Dressing squares
Hardwood nesting blocks
Lacing beads (large and small beads
Lacing cards
Puzzles (varying degrees of difficulty)
Tinker toys
Table games (12 different types of building and putting together games)

Suggestions for Planning the Daily Schedule:

1. The schedule should be based on needs and interests of the group and the individual child, and the resources available.

2. It should be flexible enough to allow creativity but fixed enough to provide continuity, breadth of interests, and the development of feelings of security.

3. It should include time for individual and group activities both indoors and outdoors.

4. It should alternate periods of active and quiet experiences.

5. It should be organized into relatively short time periods for variety and recognition of needs of five-year olds. (Span of concentration, need for activity, etc.)

SAMPLE SCHEDULE

8:30 - 8:45 a.m. - Arrival
Attendance
Pledge of Allegiance
Period of Silence (not to exceed 2 minutes)

8:45 - 9:00 a.m. - Calendar
Weather
Sharing

9:00 - 9:15 a.m. - Group Activity
Language, Fine motor, Science, Social Studies

9:15 - 9:30 a.m. - Story time and book selection

9:30 - 10:00 a.m. - Activity Centers (free choice)
Clean-up

10:00 - 10:15 a.m. - Group Activity
Math

10:15 - 10:30 a.m. - Snack

10:30 - 10:45 a.m. - Music and Rhythm activities

10:45 - 11:00 a.m. - Outside activity (gross motor)

11:00 - 11:10 a.m. - Prepare for dismissal

Classroom Management:

The well-managed kindergarten classroom reflects an appreciation of reciprocal rights. "All the available data on classroom management suggests that it is mainly prevention of misbehavior... that is the key to effective classroom management." The kindergarten teacher establishes meaningful expectations to be met in the classroom and serves as a model for the children to follow. When establishing expectations for achievement and behavior, the basic characteristics of the kindergarten child are taken into account. These expectations should be clearly defined and communicated to all who enter the kindergarten classroom.

Learning is likely to be limited when the child is in autocratic, adult-dominated situations. When children are expected to do only what they are told to do, as well as how to do it, with no share in planning and evaluating the results, they have little chance to think, to solve problems, to weigh alternatives, to create, to achieve independence or to develop empathy. Nor do they learn to deal with ambiguity and the rapid rate of change which characterize the modern world. Within the framework of teacher planning and guidance, children profit from helping to define goals, to plan, to manage and to evaluate the work and life of the classroom.

Children acquire self-discipline and self-motivation through the joy of doing, through success and mastery, through self-directing activities such as play (the child's way of working).

Assessment - Evaluating the Child's Progress:

"Evaluation is using procedures that are developmentally appropriate for the children being assessed and that reflect the goals and objectives of the instructional program." "Observations and informal assessments appropriate for kindergarten children are essential to understanding the many aspects of their development. Standardized paper and pencil tests are inappropriate for use with kindergarten children. Effective assessment attempts to insure that deficits are recognized, that remediation is designed, and that strengths are maximized."

The following are appropriate guidelines for assessment procedures for kindergarten children:

1. Assessment should be viewed as an ongoing process of analysis, a method of searching diligently for strengths and weaknesses so that individualized planning is provided for each child's development.

2. Assessment techniques should be used in a caring manner that reflects children's sensitivity to unfamiliar situations.

3. A variety of assessment techniques (appropriate developmental inventories, teacher observations, parent notations, and developmental profiles) should be used in continuous and flexible ways to help teachers plan effective learning situations.

4. Assessment of children's development and learning must consider the "real world" in which the children live. It must recognize home life, cultural setting and learning style orientation."

Parental Involvement:

Parent participation is vital to a successful kindergarten program. A sense of joint responsibility shared by home and school contributes to the optimum growth and development of the child by forming the basis for building continuity in the child's experience.

There are many areas in the kindergarten program where parent participation can enrich and extend each child's school experiences.

I. CONFERENCES

Scheduled conferences to discuss the child's progress and needs are essential in involving the parents as partners in the educational process. This conference also allows for an exchange of information and ideas as well as suggestions for activities that may be done at home.

II. VOLUNTEERS

Parents and other adults may be used as workers in the classroom. It is necessary to choose volunteer workers carefully and to orient them to purposes and procedures. The children can gain much from associations with older people and from the skills and information they offer. Parents and other persons greatly enjoy contact with children and learn to understand and support the school program.

III. MENTORS

Adults who have special talents or occupational skills in specialized areas may be used to enhance the curriculum.

IV. CHAPERONES

Parents may be used to accompany children on field trips.

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